

Bright Beginnings NNI

Eavesdale, Tanhouse, Skelmersdale, Lancashire, WN8 6AU



Inspection date	29 October 2015
Previous inspection date	15 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The staff undertake effective observation, assessment and planning to meet children's individual needs. The manager carefully tracks the progress of individuals and groups so that strategies are promptly put in place to narrow any gaps in achievement.
- The manager and staff have developed secure relationships with parents, other settings and external agencies to support children's care and learning.
- Staff use a variety of ways to develop children's communication and language skills so that children make good progress from their starting points. Children are encouraged to speak, listen and understand because staff give children time and show a genuine interest in their fascinations.
- Children are given plenty of purposeful opportunities to develop their early writing. Staff skilfully bring attention to their own writing and children are eager to make their own attempts to make marks to communicate.
- The key-person system is highly effective and children form secure attachments with staff. Babies settle quickly and become confident because staff are sensitive to their needs and empower their independence.
- Children are well prepared for their move to school. Staff build positive relationships with schools so that children are emotionally prepared and they develop the skills they need to settle-in quickly.

It is not yet outstanding because:

- The monitoring of staff practice is not yet highly focused on further developing the quality of teaching.
- On occasions, group literacy activities are too challenging for some children and do not engage their interest.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the monitoring of staff practice in order to drive teaching to an outstanding level
- review the organisation of group activities to take account of children's age and stage of development in order to accurately support and engage all children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Lisa Bolton

Inspection findings

Effectiveness of the leadership and management is good

The manager is reflective and she has a strong drive to improve. She gathers the views of staff, children and parents to support her effective self-evaluation. The arrangements for safeguarding are effective. Staff know what to do if they have any concerns about a child's welfare and the manager has a clear understanding of her responsibilities. Safety and accident prevention is given high priority so that children are kept safe. Staff are well qualified and the manager supports them through individual supervision, group meetings and training. However, this support is not yet highly focused on further developing teaching and learning because the quality of teaching is not checked rigorously. Parents speak highly of the nursery. They comment that they feel very well informed about their children's learning. Parents are welcomed into the nursery and encouraged to become involved in a variety of ways.

Quality of teaching, learning and assessment is good

Children are keen learners because staff know how to motivate them. Staff make regular and precise assessments of children's learning. They understand children's needs well and they know how to work towards children's next steps in learning. Disabled children and those with special educational needs are well supported because staff work closely with the manager, parents and external agencies to meet their needs. The quality of teaching is generally very good which supports children's good progress. Staff have a strong daily focus on phonics to develop children's literacy skills. This provides appropriate challenge to extend the learning of the older and more-able children. However, group phonic activities are sometimes too challenging for some children and they are not always engaged.

Personal development, behaviour and welfare are good

Children behave well because staff have clear expectations and they are good role models. Staff demonstrate kindness, sharing and use good manners. They praise children for following their lead. Children become independent from an early age and they are motivated to do things for themselves. Staff give children encouragement and frequent opportunities to practise their skills during care routines. As a result, children become self-motivated and confident. Staff make appropriate adjustments during mealtimes to challenge individual children to become more independent. Children are encouraged to eat healthily and exercise daily. They are enticed to try new foods. Children show curiosity when they explore ingredients and take part in baking activities. The stimulating and varied indoor and outdoor environments encourage them to be active explorers in all weathers. This is good support for their physical well-being.

Outcomes for children are good

Children make good progress in relation to their individual starting points. Where children's starting points are below those of other children of their age, they show improvement over time and the gap is closing.

Setting details

Unique reference number	EY345286
Local authority	Lancashire
Inspection number	863083
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	39
Number of children on roll	43
Name of provider	Bright Beginnings Neighbourhood Nursery Initiative Ltd
Date of previous inspection	15 March 2012
Telephone number	01695 725551

Bright Beginnings NNI was registered in 2006. The nursery employs 11 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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